

# THE ACADEMICIAN.

VOL. I.

NEW-YORK, SATURDAY, AUGUST 15, 1818.

NO. 9.

PUBLISHED SEMI-MONTHLY, BY ALBERT & JOHN W. PICKET, AT 3 DOLLARS PER ANN.

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### NO. X.

Ἐπεὶ δὲ πρὸς ἡμᾶς ἐννοήσας ὅτι περὶ ὁποῦτος ἀγῶνας  
ἀνδραγαθῶς φιλονεικίᾳ, πόλιν μάλῶν εὖδεῖν ἔστι ἀσκεῖν.  
ἀγῶν τε αὐτῶς προσηκόντων ἀπας, ὅπως ἡ γυναικὸν ἀσκήσῃ  
ἀγῶν ἡμῶν ὑπὸ στρατιωτῆς.

Xenophon's Cyropædia.

Having moreover considered, that in whatsoever things there are emulations among men, those things they are much more willing to practice, he proposed also to them contests in all things, which that they should be practised by the soldiers, he knew to be serviceable.

Ὁρμὴ πρὸς πάντα μαθήματα.

Plato.

An impetus towards all learning.

The human mind requires incentive to exertion, which inducing competition among mankind, in whom, from the peasant to the king, a desire of distinction and pre-eminence exists,\* produces those sensible conveniences and intellectual luxuries with which we are surrounded, and which are wholly the fruit of a well disciplined, or naturally ingenious mind. Emulation, whether exhibiting an inordinate desire to accumulate wealth, to share the laurels of victorious warfare, or shine superior in the fashionable sphere of life, is the grand spur to human action. Exerted in its proper way, it has rescued the mental energies from the thralldom of ignorance, enlightened the world with the rays of literature, and, in a word, has urged the march of the mind through every period of existence. Under its influence the intellectual powers seem to rise above their common sphere, and achieve almost impossibilities. The mental conflicts in Greece, raised her to that splendid eminence to which after ages have looked with admiration, and animated with the hope of seeing their countries in a similar situation, have endeavoured to arrive. It gave birth to orators and poets, philosophers and statesmen, whose genius and exploits are yet unrivalled. The trophies of Miltiades did not suffer Themistocles to sleep; and the applauses bestowed upon Herodotus at the Olympic Games, stimulated Thucydides to compose his immortal work. The Greeks have shown us that excellence even of the highest order is attainable; and, when similar causes, which produced all that is great and glorious and immortal in the annals of the Hellenic republics, shall operate in our own much fa-

voured land; when, instead of heaping together immense masses of wealth, which tends to corrupt our citizens, we shall be animated by a like noble ambition which animated the patriots and philosophers of Greece, to be foremost on the list of arms and of letters, we may hope with every probability, to see the martial achievements of our soil, the ebullitions of genius and the deductions of science, equal in splendour and durability those of that country, which, like a benign fountain, has diffused learning throughout the world. Success in war may elevate a nation to momentary grandeur; it may confer a splendour, while it destroys its vitals; but learning consecrates her and her actions on the page of immortality, and breathes into the breasts of her sons that pure conduct and spirit which alone can preserve her from oblivion and reproach. A land destitute of illustrious men, but powerful in wealth, which, perhaps, is a great engine of civilization, and beneficial in the aggregate to mankind, is little to be envied; it was the blasting fate of Carthage; her generals of eminence were few; her exploits limited, and these have been depicted not in the most advantageous colours. Rome was her historian, and prejudice, united to the ardent desire of raising their own country above all others at the expense of their character, their liberty and their happiness, is a presage of what nations may expect under similar circumstances. The inhabitants of Carthage were commercial and warlike, but little inclined to the cultivation of science and literature. Perhaps, had she have had men whose compositions would have been read with as much attention and delight as those of Greece or Rome, our admiration would have been as great in perusing the annals of that ill-fated land, and her fame have been as bright and durable. What is said of the reign of Augustus, may with equal propriety be applied to the republic of Rome. A considerable part of the lustre thrown on his reign is owing to the splendid colouring bestowed on his character by the poets and authors who adorned his court, and repaid his favors by their adulation. Other sovereigns, of much higher merits, have been less fortunate in obtaining the applause of posterity.\*

— Illacrymabiles

Urguentur, ignotique, longa

Nocte, carent quia vate sacro.\*

Hor. Car. lib. 9. 4.

In America, the spirit of commercial enterprise

\* Paley's Principles of Moral and Political Philosophy.

\* Tytler's Elements of History; a work well calculated for the use of schools and colleges.



supersedes the ardour for the cultivation of science. There are many causes, in fact, which contribute to this; but we believe none more than that we have just mentioned. "Owing to the peculiar circumstances in this country," says a late writer, "and her great commercial capacities, a large proportion of her active talent is devoted to trade. But although trade, when considered in the aggregate, is beneficial to mankind, yet its effect upon the understanding of the individual employed in it is not so beneficial. For the trader, whether a wholesale merchant or retail dealer, must employ his mind chiefly in detail, in attending to minute particulars and *petty circumstances*, which is apt to generate a habit adverse to expansion of intellect. He, whose head is filled with commercial calculations and speculations from morning to night, will not be often inclined to peruse the pages of the historian, the philosopher, or the moralist. Under such circumstances, wealth alone will be the object of desire; and as literature opens no such shining path to its votaries, it will become rather an object of *contempt* than of cultivation. Hence, from the general predominance of the trading spirit, there is a great dearth of *liberal education* throughout the United States. For no man can know the value of what he himself has never possessed; and consequently an *illiterate father* can never appreciate the importance of his son's being *liberally* educated, nor know what progress his boy makes in learning; and will be apt to imagine that it is not necessary to consume much time, or expend much money, in giving the child an opportunity of acquiring general information." From these causes arise the effects of which we are speaking. Children at school and even at college generally get but a smattering in knowledge and science; their ambition is seldom called into action to excel in literature; and, if a durable foundation be not laid then, it is not probable, that any great progress will be made after they arrive at the age of manhood. It is seldom indeed, that we see men, neglected in youth, or who have heard nothing but the sound of *money*, devote

† *Unlamented and unknown, they sink into oblivion, because they have no inspired bard to celebrate their praise. To this add: Quia proveniunt ibi magna scriptorum ingenia, per terrarum orbem, veterum facta pro maximis celebrantur. The exploits of the Greeks (and Romans) are celebrated throughout the world as the greatest that ever appeared because there arose, in those countries, historians of great genius. Not, says Dr. Knox, that the historian means to insinuate, that the exploits themselves are always greater than those achieved in other nations.*

*Sallust.*

We would here recommend to teachers and parents, the valuable works of Dr. Knox and Dr. Barrow, on education. To this may be added a work entitled *Systematic Education*, by the Rev. W. Shepherd, Rev. J. Joyce, and the Rev. Lant Carpenter.

their lives to the prosecution of science, or rise to an exalted station in the literary world. From these causes, too, spring those quack pedagogues, who promise, for a certain sum, and in a given time, to make children know every thing, and perhaps, it is from the same causes, that their parents are so easily deluded by false promises and foolish theories.

Much has been said by political writers\* and moral philosophers relative to the genius, thoughts and actions of a people being affected by moral and physical causes. If physical causes have any weight in determining the character of a country, they are as propitious in America, as they were in Greece or Italia. But we candidly confess, that we are not converts to the doctrine, that physical causes have so much influence as these writers assert. In fact, we are convinced, that they have very little, if any. It is to moral causes that we must attribute the changes of national character. The physical circumstances of Greece, of Rome, of Spain are the same now as in the days of Demosthenes and Plato, of Virgil and Cicero. National greatness is therefore not dependent on natural causes. Every one knows the present degraded state of these countries: when moral causes undergo a change, the people feel the effects.

"Prior to the reign of Imperial Charles the 5th, Spain was one of the *freest* nations in Europe; the power of her kings was guardedly limited; all orders were admitted to an equal representation in the diet; she maintained an entire independence on the Roman church; she engaged and excelled in every walk of *literature, science and erudition*; she influenced and controuled every other European sovereignty. Now, she is the forlorn and abject slave of papal superstition, the victim of the inquisition—dark, ignorant, helpless—a prey to the most despicable civil and religious bondage. Yet the plains of Castile and Arragon, show as wide a champaign, and the range of the Pyrennes, the chain of Sierra Morena, and the mountains of the Asturias, lift their heads as proudly to the skies, now in the darkest hour of Spanish thralldom and degradation, as in her brightest days of civil and religious liberty, chivalric heroism and mental illumination. The character of nations, therefore, is formed, not by

\* Montesquieu, M. Brissot de Warville, Mr. Gilbert, and other writers have treated incidentally of moral and physical causes. Among these was our much esteemed countryman, Dr. Edward Miller, one of the former Editors of the Medical Repository. His observations, in direct opposition to Montesquieu's, are to be found in his life and writings, published after his death by his brother, the Rev. Dr. Miller, Professor of Theology in Princeton College.—We will here observe, that the Medical Repository, edited by Drs. FELIX PASCALIS, SAMUEL L. MITCHELL and SAMUEL AKERLY, is a very valuable work. Its editors are men of well-known talents.



physical but by moral causes and influences, as government, religion, laws and education."\*

These countries, once illustrious in arms and learning, owed their most glorious days to free governments, under which the mind is illuminated, because the press is free. Under these circumstances an ambition to excel in every thing in which the people engage will appear. Such a country is now exhibited by America; except that elevating zeal among her citizens at large to cultivate science, or extend it by patronage. Collectively, there is more information on the transatlantic shores, than in any part of the world. No nation boasts of more vigorous intellect, than this, and it only requires that something be done to direct that commercial and enterprising spirit, which characterizes the American people, to present to human view one of the most august nations the world has ever seen. It demands no seer to divine the station that America is yet to assume. She is destined to be the mistress of the world in arms and literature. But causes must first act, before effects can be produced. A general emulation, quickened by liberty, rendered Greece, and Rome, and Spain, what they have been. *Ilum fuit.* "The same spirit of competition which roused the Grecian cities to contend for victory and renown, excited them to rivalry of talents."† Liberty once existed in all these countries; liberty fanned by a virtuous ambition raised them to that height of excellence, to which they attained, and lost when freedom was destroyed. It is liberty that "renders man; not only individually, great and powerful, but also, renders his country, for its allotted hour, lord of the ascendant over other nations; while despotism debases the individual citizens into slaves, and makes their country the vassal of vassals."‡ Learning, as it enlightens the mind, is favourable to liberty, and so is liberty to learning. Their effects are reciprocal. Θεσις, says Longinus, the friend of liberty and man, το γὰρ καὶ τὰ φρονήματα τῶν μεγαλοφρόνων ἡ ΕΛΕΥΘΕΡΙΑ, καὶ ἀντίμαχός τε καὶ ἀντιπρὸς τῆς ἀρετῆς ἀλλήλους ἐγείρει. ἢ τῆς περὶ τὰ παλαιὰ φιλοτιμίας. *For liberty is adapted to nourish the ideas of great minds, and both gently to allure and to push men to a spirit of rivalry with each other, and an ambition to be first in the rank of MERIT.* The citizens of America can boast of freedom and intellectual vigour, a solid basis, on which may be raised a superstructure, grand, beautiful and elegant.

If that spirit of competition were so efficient in former ages, when the intellect was neither more

acute, nor capable of more expansibility than now,\* we may naturally infer, that could it be excited in this country whose government is well suited to the nurturing of the arts and sciences, and the genius of whose subjects is bold and manly, bearing without diminution of merit, comparison with those of any nation, either ancient or modern, the most beneficial and powerful consequences would follow. But here is the great difficulty. It requires much time to convert the public mind by cool argument, and direct its energies from one channel into other. Zealous and treasonable harangues of political demagogues, will sooner put society, into operation, because the great bulk are governed more by their passions than their judgment. But when deliberate reflection and acute disquisitions are to work a change, we must yield to necessity, and endeavour to accomplish it by slow degrees. The cry of governmental reform raised by men who would, without cause, sacrifice the best interests of their country, to obtain the object of their wishes, will bring to its standard the bulk of society. Every one feels interested in it, and all enlist on one side or the other. But in mental reform, in enlightening the public mind, in destroying systems fraught with venom and death to the purity of the heart and the soundness of the mind, in diffusing learning, and establishing a good system of education, little interest is excited; operations are carried on by a few; writers contend with each other in noisy argument and invective declamation, till the object proposed to attain is lost. More is said on political subjects in a year, than upon these subjects in ten. National happiness and prosperity demand a laudable zeal in their cause. The Editors of our journals and daily papers would

\* We are well aware that some authors are of opinion, that the genius of the ancients was superiour to that of the moderns; that things in them which we could not tolerate in the least, have been held up as the models of perfection and of imitation. We are willing to allow them great genius and great assiduity in obtaining knowledge: but we are not willing to think that the moderns are blockheads, in comparison with the Greeks or Romans.

Ἰδὼν ἀνδρῶν, τὸ καταμύριον τὰ παλαιά.

Longinus.

*It is characteristic of men to blame present things.*

Vitio malignitatis humanæ vetera semper in laude, presentia in fastidio sunt. *From the malignity of human nature, ancient things are praised, and the present loathed.*

*De causis corruptæ Eloq.*

Erras, si existimas nostri sæculi esse vitium, luxuriam et negligentiam boni moris; et alia quæ obijcit suis quisque temporibus. Hominum sunt ista, non temporum; nulla ætas vacavit a culpâ. You are mistaken, if you think that luxury, and the neglect to good morals, and the other things which every one objects to his own times, are peculiar to our age. These things are the marks of men, not of times. No age has been free from fault.

SENeca.

\* Bristed's Resources of the United States; a work containing much valuable matter. His observations on the present state of education, our schools and colleges, are worthy the attention of parents, superintendents of academies, the trustees, &c. of our colleges.

Kett's Elements of General Knowledge.

† Bristed's Resources.



display more love of country by discussing subjects on education, than they do by party wrangling and political abuse. It is indeed lamentable to read the papers from different parts of the Union, and see the scarcity of intellectual fare. Almost every paper, however, devotes two or three columns to the refutation of attacks, of political sentiments, or the support of their own party.\* Dr. Franklin, when he edited his paper in Philadelphia, pursued another course, and *his* tended to enlighten the judgment and purify the taste. Many of our editors would do more justice to themselves and the public than they do, to follow his advice.

If we expect the change, of which we are speaking, we must begin at the root. Science must be cultivated, and genius rewarded. Men who possess wealth ought to be their patrons, because they have the means, either to devote their time to study, or give patronage. But unhappily for the cause of literature, the commercial and mechanical part of the community collectively, who neither feel disposed, from habits engendered by their particular pursuits, and long unacquaintance with study, to encourage learning, are the ones into whose hands the most opulence is found. Professional men, as lawyers, Divines and Physicians, generally, cannot boast much of this necessary article. Those, therefore, who know, or who ought to know, the value and the consequences of the diffusion of knowledge, and that the fame of a nation depends for its splendour and durability, upon its progress in literature rather than on success in arms, are the proper ones to afford aid to the cultivation of letters, and no doubt would, had they the means to do it consistently with the welfare of their families. We cannot complain however, for we know that their patronage to the periodical works of our own country is laudable. In fact, greater part of the talent is confined to professional men, who are not likely to become authors, unless the exertion of their talents, and their devotion of time to composition will remunerate them as well as the business in which they are engaged.

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\* This is a general expression, and therefore, there are exceptions. We are highly gratified to notice that several of the New-York and Philadelphia papers, and particularly those of the West and South, devote a considerable portion of their columns to literary subjects. Our Western and Southern brethren begin to display a laudable zeal in the cause of education. May every state in our wide extending empire, cherish the following sentiment, a toast given in Virginia, at the late anniversary of American independence. "*May liberal education exalt Virginia, and may Virginia exalt liberal education.*"—We rejoice to see the disposition manifested by many of our States, to rear up good schools and colleges. From their toasts respecting education, we presage favourably of the result.

To excite in the youth of our country, a spirit of emulation, and a desire to be distinguished in learning, would do much to public character. The desire of praise stimulates us to persevere and accomplish many things which we had previous to trial, deemed impossible. We have seen what effects in our late war with Britain, honour and reward had upon the youth and people of this country. Eager to obtain these, they took arms with delight, not so much because, they considered the justice of the cause, but because, they saw honours and reputation attached to the triumphant soldier. Similar effects might be produced, were equal rewards attached to the cause of learning, and the people at large respected and admired the character of a scholar, as much as that of the skilful and triumphant warrior. But, by some law of our nature, it seems, that those things, like retired virtue, which create no pomp, and which as they glide silently on, benefit the world, are lost in the splendour attached to the character of a hero. The world, collectively, admire the character of a Philip, an Alexander or a Buonaparte, more than that of a Homer, a Newton, or a La Place, whose works are calculated not only to impart benefit, but to enhance the glory of their respective soils.

If respect be paid to learning by the public, and an emulation be kindled in youth, the most happy consequences would result. Why not at present, as well as formerly?—But this ambition when once in a blaze is often extinguished by silly parents, or by the illiberal and foolish remarks of the ignorant. When the flame begins to show itself, when youth have arrived at a proper age, "encourage them in their studies, and if possible, introduce them to the company of some celebrated literary character; it will greatly contribute to raise and sustain this desirable emulation. They should be taught to wish for the honour of an interview, and to look upon any notice taken of them by such a person, as a noble distinction. At the revival of learning, it is amazing with what eagerness even the sight of a man of eminent learning was sought for by the studious. They ran in crowds from great distances to meet him; and any attention paid by him to an individual conferred an enviable happiness. The consequence was, that the youth who were devoted to learning, pursued it with a vigour and perseverance which astonishes the present age of indolence. It was the honour and the respect, in which the persons of eminent scholars were held, which diffused a generous ardour in the pursuit of letters, and produced stupendous effects. If that honour and respect are exclusively paid to rank and opulence, however ignorant and undeserving, it is no wonder that the liberal pursuits are found to languish. When honour is engrossed by unworthy grandeur, there is nothing to recommend a laborious attention to learning but its own charms, which, however great, are valuable only to a few, compared with the mass of man-



find. Honour here is appended to wealth. Learning and education are talked of, and that is all; no exertions are made to diffuse them; and after the panegyric of most people, the consoling idea of wealth rushes into their minds, and it concludes with the wish to accumulate money and "eat one's fill;" Such observations might answer in a country degraded as Turkey or Spain, but in America, a man should be ashamed to avow such sentiments.

The diffusion of a national emulation, (we mean among youth) might be considerably extended by instructors who know their duty. Their duty consists not in teaching to spell, read, write and cypher. The province of instructors is more noble. It is their duty to expand the mind, to moralize the heart, teach the breast to glow with patriotism, and prepare youth for public as well as private action. Our schools and colleges, when well conducted, are the safeguards of a nation. It is in these, that the defenders of our soil are reared, some of whom are to assume the responsibility of governing our empire, and to lead us to glory, to shame or to death. The duties of an instructor, no matter whether he pass by the dignified epithet of Professor, or the more humble one of teacher, are the same. It is men who understand and perform with conscientious ability what appertains to their office, who do the nation service. Plato, Socrates, Thales, Pythagoras and Aristotle did as much to enhance the glory of the land of their nativity, as her military or naval commanders. Yet, they were teachers, but teachers who knew and practised the functions committed to them. They diffused among their disciples the love of fame. This love of distinction produced her illustrious sages, her poets, her orators, her generals, whom we still admire as the fathers of Grecian greatness.

Our citizens would they endeavour could do something; and state governments, as well as national, might by proper incentives, by severe and salutary laws relative to the character and abilities of teachers,† excite into action the energies of preceptors, with whom, as we have often said, rest the highest responsibilities: And, if any means can be devised to rouse in the youthful breast a spirit

\* Dr. Knox, Lib. Edu.

† We do not mean to condemn all instructors; by no means. There are in New York, and various parts of the United States men of the first rate abilities engaged in teaching. The schools, generally in our city, are well regulated, and have able teachers. But there are some quacks here, whom we hope to expose to public contempt before a great length of time. There are some of the disciples of that "48 Lesson man," who is now vending a knowledge of the French, Latin and Greek languages, at the south, at various prices. It is a disgraceful fact, that some teachers, like some lawyers, doctors, &c. in New-York, cannot spell correctly, or write a sentence grammatically, and whose knowledge of numbers is exceedingly limited. It is likewise the case in

of emulation, if, by any means, we can induce men of genius and respectability to engage in the business of instruction, which, perhaps, can only be effected by rendering it dignified, and equalizing the emoluments and honours of this with the theological, medical and legal professions, we think, that we should be laying the broad basis of national prosperity and greatness.

Let incentives then be held out to genius; let the wealthy patronize our authors; let the public treat instructors as the guardians of our youth and the nation; let the meritorious, both pupils and preceptors, be publicly rewarded by our state governments; and things would assume another appearance. The cultivators of science would not so often languish in obscurity; learning would receive its due share of patronage, the character of our country would be enhanced, and instructors would feel it an obligation to themselves to perform these duties, in order to rise to that eminence to which they saw men devoting their days to the interests of literature, elevated by national approbation.

These observations may be deemed preparatory to some future numbers, connected with this subject.

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We deem it unnecessary to make any remarks on the very interesting and able circular, from the pen of Silvanus Miller, Esq. a gentleman of great scientific and literary attainments; which we cheerfully publish in this number. It is to the honour of New-York, that we have men whose exertions reflect such lustre upon the city. We sincerely hope, that the expectations of the benevolent supporters of this institution, may be realized. We consider no institution more deserving of public notice than this. Its object is godlike, and its patrons are entitled to the encomiums of a high minded and liberal public.

THE NEW-YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB, JULY 16, 1818.

SILVANUS MILLER, Esq. in behalf of the Committee appointed for that purpose, reported a CIRCULAR, addressed to the Citizens—whereupon an order was passed, that the same be accepted and published.

#### CIRCULAR.

Sir,

The directors of "The New-York Institution for the Instruction of the DEAF AND DUMB," are impelled by a sense of duty, and a desire to pro-

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most villages and cities in the United States. We hope that the Teachers' Society, incorporated by an act of



mote the welfare of those unfortunate persons committed to their superintending care, to make this appeal to a charitable and benevolent public. To their charge are intrusted some of the most interesting, innocent, and helpless children of the human family. Deprived of the sense of hearing, and the power of speech, they possess all those sensibilities and affections—all those feelings and sympathies, which adorn, delight and dignify society. Without the fostering care of benevolent instruction, and the steady and kind supervision of endearing friends, these must languish in ignorance, remain the monuments of negligence, of inattention, and oftentimes, of wretchedness. The period of instruction to man, as far as the elementary principles of learning are concerned, is limited to the same number of years, whether the pupils are favoured by providence with, or are deprived of the full power of utterance and locution. The age, therefore, to instil into the minds of the "*Deaf and Dumb*," those principles and ideas, which elevate man, should not be permitted to attain that period, when exertion and instruction would be useless and unprofitable. They must be taught in early life—their tender minds must be nurtured, and improved by more than parental attention, solicitude and care.

It is but a few years since the benevolence of man has been applied with active ingenuity, in forming systems of instruction for these unfortunate members of society; and the first essays were considered, as an experiment, of doubtful issue.

But experience soon demonstrated the charming consequences of the benign undertakings, and the mind of man, deprived of what was considered essential to its successful improvement, developed resources and powers, which at once delighted and astonished the most sanguine. It was discovered, that the privation of speech and of hearing, did not, in any sensible degree, impair the elastic qualities of the human intellect: and the advancement of the pupils gave the most cheering evidences, that in their instruction, their preceptors and patrons, were to be rewarded by the most satisfactory results.

Institutions for the instruction of the "*Deaf and Dumb*," were multiplied, and their success has

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the legislature, will do something beneficial to the public interest. The state of New-York stands high in the estimation of her sister states; her public liberality, her encouragement of the arts and sciences, her donations to various institutions, are worthy of the state over which so enlightened and patriotic a man as *De Witt Clinton* presides. We doubt whether any legislature has done more for learning than that of our own state.—*May we always have a liberal minded and independent governor and legislature, to guide the destinies of this powerful section of the Union!*

been commensurate with the exertions and labour bestowed upon a subject of such deep, and vital importance. The establishments of institutions of this character, in our country, are of recent date; and their nature and usefulness may not have been duly appreciated by enlightened America—but desirous at all times to better the condition of man, and emulous to further those objects which are so intimately connected with *desirable* existence; in imitation of those philanthropists who have manifested so much anxiety, and have been remunerated by so much success, in their application to these objects; the institution over which we are the directors, was founded in the humble, but anxious hope, that with the aid of the charitable, and under the dispensation of an over-ruling providence, it would become instrumental in restoring to usefulness, and rational enjoyment, those who have been visited by (what has been deemed) the most serious calamities. In the prosecution of their arduous duties, and to give the most extensive usefulness to their institution, they rely, with well-grounded confidence, upon the liberal countenance and munificent disposition of their fellow citizens?—to a discerning and charitable public, they apply, for a "portion of the good things of this life," whereby they may be the better enabled, to accomplish the laudable purposes of instructing the *Deaf and Dumb*.

To those who have never witnessed the progress of improvement in the minds of such as are deprived of the sense of hearing, and the organs, or power of speech, there may appear to be insurmountable difficulties; indeed, without witnessing their progress, or examining profoundly the facts, the attempt and system appear paradoxical. But for our encouragement—reality and example are before us.

To give permanent and extensive effect to our warmest wishes, and most anxious pursuits, we ask with earnest solicitation, the patronage of a discerning and benevolent people. In an establishment recently formed, under circumstances well calculated to advance the objects of humanity, in its most interesting, as well as most innocent character, it is fondly hoped, that there will be felt a strong, and general disposition to further the great objects of improvement to such as are placed under their charge, and thus enable those "afflicted" children, to become useful as well as ornamental—to be the monuments of benevolence, the evidences of the liberality and patronage, of our beloved countrymen.

In the institutions organized for the instruction of "the *Deaf and Dumb*," there appear to have been two systems adopted: and as in all other discoveries of a recent date, some difference of opinion exists as to the just preference—a limited and tempo-



rary experience, seems to yield to the method of communication by sounds as well as tokens.

The directors of "The New-York Institution for the Instruction of the Deaf and Dumb," have engaged a preceptor of acknowledged abilities, of kind and affable demeanor, whose assiduous attention will be devoted to the immediate instruction of pupils put under his charge. The directors feel great confidence in his qualifications and fitness, and anticipate reasonable success, in the education of such as are placed under his supervision and instruction.

It is the design of the directors of this institution, to combine all that is practicable in the method of teaching their pupils; to unite, as far as is possible, the single, with the two handed alphabet.

The celebrated Watson, who teaches a school of the "Deaf and Dumb" near London, is considered as the most able preceptor of the present age; and his system will be adopted in the government of the "New-York Institution for the Instruction of the Deaf and Dumb."

The pupils will be instructed in sensible objects, by means of pictures, or representations of nature, familiar to their view; and, as they advance, in the knowledge of the connexion, and signification of letters, to their uses in spelling and reading, and the power of arithmetical numbers, combinations, and actual calculation.

By means of this knowledge, they will be enabled to read print and manuscript, and to perform with accuracy and expedition, the various duties of book-keeping, and to do all that is required in the general course of business.

A child having acquired the preceding attainments, can, with great facility, and will, with more than ordinary correctness, communicate the objects of errands and messages, on a common slate, provided for the purpose, return answers, make bargains, receive and pay money, and generally perform, all that is required of a *youthful agent*.

By a natural, and usual progress of young minds, they become capable of acquiring abstract ideas, and the principles of ethics. Their condition and improvement soon enable them to know, that they owe great duties to their God and society, and to comprehend also, that they are accountable, as well as rational creatures.

Having acquired the necessary information, and arrived at the customary age, they may be apprenticed, or employed in any of the useful arts of mechanical, agricultural, or other pursuits, where the senses of touch and sight are particularly necessary—they may acquire the knowledge of sculpture, painting and drawing, and the highest attainments in the graphic art—the trades of a sail-maker, tailor, printer, and cordwainer, &c. as well as those

of a farmer, gardener, or other useful and respectable occupations.

In cases where the scholar shews the power of using or improving the vocal organs, and where his friends desire it, he will be instructed in obtaining the power and influence, of articulation and speech.

It will readily be perceived, that it is not possible at this time, to go into a more full developement of the manner of instruction, and the reason of its preference and adoption—but actuated by a strong desire to be useful in their undertakings, the directors have deemed it their duty to apply to a liberal minded people, for aid, in the furtherance of an object of such concern and importance.

The people of these United States, are characterised by generous, noble and benevolent feelings, and it may therefore be anticipated, that a liberal disposition will be manifested in the support of an institution, the benefits and utility of which, cannot be too highly appreciated.

While the virtuous efforts of the nation are actively employed in the amelioration of the condition of man, in his religious and moral obligations, and an expanded liberality is still visibly extending itself to a great variety of praise-worthy objects, we call the attention and solicit patronage, to a subject inferior to none in interest and usefulness.

Our little, unfortunate *innocents*, "*sons and daughters of affliction*;" who have never assailed the ears of the public with their forlorn condition, now appeal to their elevated charity—and it is devoutly hoped, that their interesting calls, will excite the commiseration, and find access to the best feelings, and the most tender considerations, which infold the hearts of man!

With the means afforded by their benefactors, they will be instructed to appreciate the magnitude of their obligations; to pour out their blessings on those, who, in the plenitude of goodness, enabled them to improve those useful faculties, and cultivate those intellectual endowments, which emanate from "*the great source of light and love*."

The donations bestowed for the benefit of the *Deaf and Dumb*, will be disbursed with economy and care. The "*expressive silence*," but "*imploping hands*" of "*little children*," appeal with fervent hope and anxious expectation, to the favor of a charitable world! Without their timely and efficient interposition, they must be doomed to draw out the "*measure of their days*," in wretchedness and ignorance! destined to prolong a life of misery and sorrow, without the power of enjoyment, or the possession of those exalted acquirements and faculties which endear us to life, and distinguish the human, as superior to the brute creation!

In such an appeal, we cannot implore without success: for such purposes, the best wishes and af-



dent prayers of the good will ascend to heaven, to succour distress, and relieve the miseries of the innocent, and the cries of the helpless!

*By order of the Directors,*

SAML. L. MITCHILL, *Pres.*

JOHN SCOTT, *Sec'y.*

#### PETITION.

—

*To the Honorable Corporation of the city of New-York.*

GENTLEMEN,

In an age like the present, distinguished for so many public charities, it is a matter of surprise, that the melancholy condition of the *Deaf and Dumb* amongst us, has not excited an earlier attention.

In many cities of Europe, the tender feelings of humanity have long been alive to this subject—ample resources have been opened, and every effort has been employed to rescue those unhappy persons from *idleness, ignorance, and wretchedness*.

To you, gentlemen, it is unnecessary to trace the progress of those institutions of mercy, from the first partial theories published nearly a century ago. Through the happy and successful experiments of Father Vamin, Mons. Perrasse, Mr. Hannick, Mr. Baka, Mr. Braidwood, the Abbés De L'Epee and Sicard, Dr. Watson and many others—most of their plans of instruction have been published on this interesting subject, particularly two volumes by the latter gentleman, Dr. Watson, of London; and, no doubt, you are sufficiently acquainted with their value. In this city, the London of America, the most distinguished for charitable societies of any part of the United States, an *institution has been lately formed and incorporated by our Legislature, for the instruction of the Deaf and Dumb*; already above *threescore* of those unhappy objects have come within the knowledge of the persons who now address you; and it is confidently believed, that more than *one hundred* of those innocent sufferers are within the bounds of this city, under the protection of your honorable board.

Gentlemen, we would appeal to your understandings and judgments, when we say that a more noble and praise-worthy institution never claimed your attention. We are called by the imperious voice of public example, by the best feelings of humanity, and by the providence of God, who points out the plan—*virtually to open the ears of the Deaf, and in reality to loose the tongues of the Dumb*. "If that man who causes but two blades of grass to grow where only one vegetated before, renders more essential service to mankind than many politicians," how much more blessed those who are instrumental of cultivating the human mind, and especially under such painful and obstinate circumstances as the per-

sons for whom we plead, of not only rendering them happy in themselves, as social beings and useful members of society, but teaching them the knowledge of their God and the way to heaven, in the light of divine revelation.

The subscription books of the Society have been circulated and are still open, but the sums collected are far, very far short, of the object contemplated. The directors of the institution look up to you with confidence for immediate and liberal assistance—(their school is *now* in operation). They do not presume to dictate in what manner you shall help them: but they are persuaded you will act worthy yourselves, and will do justice to a subject in which the honour of our city, and the present and future happiness of so many wretched sufferers are so deeply interested.

JOHN B. SCOTT, *Sec'y.*

#### REPORT.

The select committee, to whom was referred a communication from the directors of the New-York Institution for the Instruction of the Deaf and Dumb, requesting aid from the Corporation, in behalf of said institution, beg leave to report, that they have given the subject all the attention which their time and capacity for investigating its merits would admit, and have no hesitation in saying, that if properly patronized, the Institution for the Instruction of the Deaf and Dumb will become one of the most beneficial and useful establishments in this city.

For the purpose of ascertaining the practicability and method of instructing these interesting objects, the committee visited the school, in company with some of the directors, and were highly gratified at the progress of the scholars, as well as the emulation excited in them by their teacher, to excel each other in their studies. Judging from this exhibition of the talents displayed by the Deaf and Dumb, the committee are satisfied that they may not only be taught the rudiments of education, but with attention and perseverance, attain a knowledge of many of the higher branches of study.

The committee are unable to express the feelings of humanity and commiseration excited in them, on viewing the wretched condition of these sons and daughters of ignorance, and feel themselves bound by every consideration of propriety, to recommend their case to the humane consideration of the board, as one of peculiar interest, both as it respects the objects themselves, as well as the public at large.

The institution was incorporated by an act of the Legislature, on the 17th day of April, 1817, and has been in operation only five weeks. The school consists of eleven scholars: \* three females, and eight

\* The number has already increased to *sixteen*.



males : who are taught reading, writing, and the art of conversing by signs ; and an attempt, with some success, has been made, to instruct them to articulate words and short sentences. Only two of the scholars pay for their education ; the friends and relations of the others being poor and unable to pay ; they are taught gratis. The price of a quarter's schooling is fixed by the directors, for those who are able to pay, at ten dollars, including the necessary stationary, slates, &c. The annual expense of the present establishment, although very limited in its number, cannot be estimated at less than \$2500 ; for the payment of which, the directors have no other resource, except the voluntary donations of the charitable and benevolent. Frequent applications are made for admission in the school, by those whose circumstances will not permit them to pay the expense of tuition ; but the finances of the institution are at so low an ebb, that it is impossible to admit more than the present number ; and even they will be found too many, unless something is done to foster and protect them, until efficient aid can be obtained.

It has been ascertained that more than sixty of these unfortunate beings are now residents in this city, the greater part of whom, if left in their present ignorance, must sooner or later become chargeable on the public for their support. Under this consideration, is it not the interest of the Corporation to foster and encourage this institution, inasmuch as it will not only serve the cause of humanity, but eventually prevent an increase of paupers, and an addition to the expenditure for their support ?

The committee have no reason to doubt that a disposition exists in the board to assist, as far as propriety will warrant, so laudable an undertaking as the one under consideration. They, therefore, respectively recommend the adoption of the following resolutions :

*Resolved*, That the Institution for the instruction of the Deaf and Dumb, be permitted to occupy, during the pleasure of this board, a room in the third story of that part of the Old Alms-House reserved for the use of the Corporation, provided it is used for no other purpose, except for the instruction of the scholars.

*Resolved*, That the directors of said institution be authorized to receive in their school, ten Deaf and Dumb persons, at the expense of the Corporation, provided such persons are in needy circumstances, and unable to pay the expense of their instruction, and are inhabitants of this city, and that the expense of each scholar shall not exceed forty dollars a year.

*Resolved*, That a donation of \$500 be made to said institution, to aid them in carrying into effect this laudable undertaking, and that a warrant now pass for said amount.

*Resolved*, That the committee on this subject be

entrusted with the execution of the foregoing resolutions.

STEPHEN ALLEN,  
JOHN MORSS,  
W. F. VAN AMRINGE.

#### NEW-YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

At a meeting of the directors, held on the 16th day of July, 1818—

JAMES L. BELL, Esq. informed the board, that the Common Council of the city had granted the use of a chamber in the Institution, or building so denominated, for the better accommodation of the school ; had made a donation of five hundred dollars and had assumed the patronage of ten Deaf and Dumb youths of the city, to be received as pupils ; Whereupon it was

*Resolved Unanimously*, That the thanks of this board be returned to the Mayor, Aldermen and Commonalty of the city, for their liberality and munificence, in furthering the efforts making to rescue a valuable portion of our fellow creatures from ignorance and vice.

*Ordered*, That the President and Secretary, be a committee to convey the sense of this board, in the most respectful manner to the Common Council.

*Extract from the Minutes.*

JOHN B. SCOTT, Sec'y.

#### TERMS OF TUITION.

The School is superintended by the Rev. Mr. A. O. Stansbury. To his wife is committed the domestic department, so far as tends to promote the convenience and comfort of the boarders, who are students in the Institution. A committee of highly respectable ladies of the city, are appointed to visit the Institution, to suggest such regulations as may be proper in its domestic economy, with particular regard to the female scholars.

Board, per annum, including washing and

mending, - - - - - \$150

Tuition, including stationary, - - - 40

The branches of education are Reading, Writing, Arithmetic, &c. and Articulation, on the plan of the celebrated School of Dr. Watson of England.

Those who are unable to pay for their education, will be taught gratis.

J. B. SCOTT, Sec'y.

#### DIRECTORS

*Of the New-York Institution for the Instruction of the Deaf and Dumb, Elected 22d May, 1818.*

SAMUEL L. MITCHILL, President.

JOHN B. ROMEYN, 1st. Vice President.

CADWALLADER D. COLDEN, 2d do

JOHN SLIDELL, Treasurer.

JOHN B. SCOTT, Secretary.



JOHN STANFORD,  
SAMUEL AKERLY,  
JAMES L. BELL,  
COLLIN REED,  
HENRY T. FELTUS,  
PETER SHARPE,  
WILLIAM L. ROSE,  
DE WITT CLINTON,  
PHILIP MILLEDOLER,  
SILVANUS MILLER,

ALEXANDER McLEOD,  
JONAS MAPES,  
BISHOP CONNOLY,  
ELISHA W. KING,  
VALENTINE MOTT,  
CASPER W. EDDY,  
GARRIT HYER,  
STEPHEN ALLEN,  
JAMES PALMER,

### REVIEW OF BOOKS.

MAP OF THE WORLD on Mercator's Projection,  
4 Sheets elegantly Coloured and Mounted.

GEOGRAPHICAL DESCRIPTION of the world, intended as an accompaniment to the Map of the world, on Mercator's projection.

By JOHN MELISH.

In No. 7, of our work, we recommended this admirable Map to the attention of teachers. We shall now take more particular notice of it, by a short review, so that some idea may be formed of its importance and utility. We cannot do greater justice to the subject, than by having recourse to the author's own words.

"This map," says he "is constructed so as to present a view of the world on what is called *Mercator's Projection*. It is well known, that a correct picture of the world can only be presented by a *Globe*, but various contrivances have been resorted to, to give a view of it by maps. The two methods most approved are, the *Globular Projection*, and *Mercator's Projection*."

We have then an accurate account of the nature of each projection, with directions as to the best mode of constructing maps upon them respectively. The author then states that "*Mercator's Projection* claims a decided superiority over the *Globular Projection*, in the following very essential particulars.

*First.* It admits of a more compact form, and brings the whole of the world more immediately before the eye.

*Secondly.* All the lines described upon the map being *right lines*, the correct course between any two points can at once be ascertained.

*Thirdly.* Positions on the map can be pointed out with more facility and accuracy.

*Fourthly.* Distances can be exactly measured by means of the scales. East and west distances are measured by the scales at the top or bottom; north and south distances by those on the sides, and diagonal distances in all directions, by the diagonal scale.

*Lastly.* A map on this projection serves as an universal *Sea Chart*."

The author then makes a very complete review of

the map from east to west, which we have not room to detail, and indeed it would be unnecessary, because it could not be clearly understood without inspecting the map. If the map is once inspected by any person desirous of having a clear intelligible view of the present state of the world, we are sure, he will not rest satisfied without having possession of both map and description.

As a work for the instruction of youth, whether in *Schools* or *Families*, it is entirely unrivalled. Indeed it has no competitor. Independent of the general views of the world which it presents, we have a clear view of every particular section of country in the world, painted before the eye; and then the description gives the outline of the geography of each on a systematic plan. For example, on looking at the map, we see *Arabia*. We observe its situation, and relative extent. We see that it is to the east of *Africa*—west of *Persia*—and south of *Turkey*—and that it is a sea girt except on the north and east sides. We turn to *Arabia* in the description and observe the geography arranged as follows:—*Situation, Boundaries, Extent, Area, Face of the Country, Rivers, Minerals, Soil and Produce, Climate, Settlement and progress of Society, Cities and Towns, Government, Religion and Education.*

Let any person study this view, and it will make an impression upon the mind never to be erased. And this is only one example. Every country in the world is placed in a point of view equally perspicuous; and the perusal with any tolerable degree of diligence, cannot fail to impart a fund of geographical knowledge highly beneficial to the American community.

We cannot too strongly recommend this work to the attention of the public.

*C. Crispi Sallustii belli Catilinarii et Jugurthini historiae, notis brevissimis, criticis, historicis, geographicis, &c. illustravit P. Wilson, L. L. D. Litt. Græc. & Lat. in Collegio Columbiano Neo-eboracensi Professor, Editio Secunda, Impensis James Easiburn & Soc. Typis E. & E. Hosford, Albania 1817.*

Sallust, who was an author of more than common talents, has left on record, the history of two of the most extraordinary events, which occurred during the continuance of the Roman government. He, in the first place, gives us the history of *Cataline's* conspiracy, and in the second, the war with *Jugurtha*; in both of which, he not only appears as an accurate historian; but as a philosopher, who was possessed of sufficient judgment to make useful observations on the very important events, of which he gives a concise and as is universally believed, a just and correct account.

Sallust, however, though an elegant writer, has adopted a style, which is, perhaps, more difficult to be understood, than that of any of the Latin Classical authors.—Dr. Wilson, than whom, from his long experience as a professor, as well as his con-



pent attention to study, no man could be better qualified, has presented us with an edition of this important work, accompanied with notes, *critical, historical, geographical, &c.* These notes are given in the English language, and though replete with useful matter, are composed in a style so plain, that the student will find it easy to get over those difficult passages in Sallust, which had heretofore been attended with the greatest perplexity.

We are much pleased to see the notes in the English instead of the Latin language; as it is well known that the latinity of the notes annexed to the books published *In usum Delphini* is far from being correct or elegant, and that not one out of twenty students ever reads a line of them. We therefore hope that Dr. Wilson will favour the literary world with editions of some of the other most eminent classical writers, with notes in the same manner, as those, which he has with so much judgment annexed to Sallust.

## PHILOLOGICAL DEPARTMENT.

GRAMMAR. Continued from page 127.

### SECT. VIII. cases.

CASES are changes of form to which nouns are subjected for the purpose of denoting annexation. Some of them are more general than others. The marks of annexation are external to the name of the object, and might therefore be expressed by separate words. But they are often attached to the name in the form of terminations. This circumstance, though not affecting their meaning, occasions a particularity of aspect in certain languages in a written state, by abridging the number of words, and also a particularity of sound when a language is spoken, because a termination is placed after the name of the object, but a preposition before it. The cases often express circumstances so general and so evanescent, that no separate word to represent them has ever been used. On this account, it is convenient, even in a philosophical treatise, to consider them in conjunction with the noun.

The *Nominative* has been represented by some as implying nothing more than the name of the idea expressed by any noun, and therefore the least complex of the cases. But it always has a reference to a verb, and this verb for the most part follows it in the same sentence. It often happens that, compared to the other cases, it is short, and that the others are distinguished by the addition of one or more syllables. Of this we have instances in the

Latin nouns *vir* and *sermo*. But it more frequently happens that the nominative has a peculiar termination, and that in the formation of the other cases this is left out, and its place supplied by different terminations affixed to the radical letters. The radical letters of *dominus* are *domin*, and the *-us* is as much a separate sign as the *-i, -o, -um, -e, -orum, -os, and -is*, which form the other cases. *Dominus* is therefore something more than the name of an object. It would be contrary to the analogy of language, and of all the operations of the human mind, even the least correct, to suppose that the syllable *-us* has no original meaning. We may pronounce it a superfluity, if the definite application of the noun which it expresses can be understood without it. Yet we have no right, on this account, to pronounce it destitute of meaning. It is in fact a sign of connection with another word of definite character and use, the verb.

We have farther to observe, that the nominative gives the noun a higher rank in a sentence than the other cases. It differs from them in a manner nearly resembling that in which the noun differs from the other parts of speech. It expresses the central or focal idea, to the description of which the other words in a sentence, including the other parts of speech and nouns in the other cases, are subordinate.

The sentences which may appear exceptions to this doctrine are very numerous. This is occasioned by the general pursuit of that variety which gives elegance to language, and by the presence of other circumstances which preserve the importance due to the leading subject of discourse. By some writers the hero of a biographical narrative is mentioned in the nominative case more uniformly than by others; but by none is such a rule invariably followed. Suetonius probably follows it as often as any writer, and thus gives his biographical delineations a more concentrated force. Yet this author, in relating the death of Julius Cæsar, introduces the persons by whom he was killed in the nominative case, in preference to Cæsar himself, thus making them apparently the most important subjects for a time. *ASSIDENTEM CONSPIRATI specie officii circumsteterunt: illicoque CIMBER TULLIUS qui primas partes suscepit, quasi aliquid rogaturus, propius accessit: renuenteque et gestu in aliud tempus differenti, ab utroque humero togam apprehendit, deinde clamantem, "Ista quidem vis est." ALTER CASSIUS adversum vulnerat paulum infra jugulum.* The conspirators, under pretence of shewing Cæsar respect stood up around him as he sat. Then Cimber Tullius, who had undertaken to commence the deed, approached nearer to him, with the apparent design of making some request. As soon as he observed that Cæsar, by a wave of his hand, declined conversation, and put him off till a future



'time, he laid hold of him by the toga on both shoulders, an act which made Cæsar exclaim, "This is downright force." At that instant one of the Cassii wounds Cæsar in the neck.' In the relation of these circumstances Cæsar might have been mentioned in the nominative case, thus: 'Cæsar was surrounded by the conspirators, affecting to pay him respect, was approached by their chief Cimber Tullius, who pretended to make some request, and, on waving his advances, was seized by the toga on both shoulders; but as he exclaimed, "This is downright force," he received a direct thrust of a mortal weapon from the hand of one of the Cassii.' This mode of writing would keep the mind of the reader more constantly fixed on the person who is the chief subject of the narrative as a whole; but it would often render language insupportably monotonous. The author, therefore, relieves the attention of his readers, by assigning in some of his details a subordinate place to the principal personage. His importance is always maintained by the ultimate tendency of the narrative, as well as by the advantage of being more frequently than any other subject mentioned in the nominative. After the historian has, in the manner now described, varied the current of his language, he is enabled, with gracefulness as well as force, to introduce the chief subject in that mode of diction in which he will hold, by means of the nominative case, the most dignified rank in the sentence. After these details of the conduct of the conspirators, Suetonius thus proceeds: *CÆSAR Cassii brachium arreptum graphio trajecit: conatusque prosilire alio vulnere tardatus est. Utque animadvertit undique se strictis pugionibus peti, toga caput obvolvitur: simul sinistram manu sinum ad una crura deduxit, quo honestius caderet. Atque ita tribus et viginti plagis confossus est: uno modo ad primum ictum gemit, sine voce edito.* 'Cæsar seized the arm of Cassius, pierced it with his writing style, then endeavoured to rush forward, but was prevented by another wound. Finding himself assailed in every direction with drawn swords, he covered his head with his toga, and, in order that he might fall with the greater decency, drew the lap of it with his left hand over his limbs. Thus he fell, stabbed with twenty-three wounds. He emitted a single groan when he received the first; but met his fate without uttering a word.' The peculiar propriety and force of these latter sentences, and a slight character of inversion, of which we are sensible in reading those which precede them, are proofs of the superior rank of the nominative case.

The *Vocative* case, or that which is used in naming the person addressed, comes next in order, not merely from its frequent coincidence in form with the nominative, but from its being probably of earlier origin in the proper names of persons than

any other form of the noun. It is peculiar to nouns which designate persons, because it applies only to beings capable of hearing what is said. In these, however, it seems to be prior in the order of nature to the nominative. The Latin vocative, wherever it differs from the nominative, inclines to greater brevity. *Virgilius* was addressed *Virgili*, *Minutius*, *Minuti*, *Dominus*, *Domine*, and *Filius*, *Fili*. In this characteristic the vocative case of the noun resembles the imperative of the verb. Being the earliest use of the word, it is its shortest form.

When we enter on the consideration of the *Genitive Accusative*, and *Dative* cases, especially the two last, it is found difficult to assign to each an invariable meaning, however general. In particular phrases their uses are steady; but no principle strictly universal seems to regulate their application. The most comprehensive that we can adopt is found liable to exceptions. The most likely way to discover their original meaning is, to observe the prevailing application of each, and also to enquire if there is any circumstance of application, however limited, which is peculiar to one. It is thus also that we shall be most likely to trace the species of idiom which has given origin to such exceptions as occur. Some have proceeded in a contrary direction. They have first attached to the particular case a plausible general meaning, and then exerted their ingenuity, to show that this meaning would be found applicable to instances which at first appeared most distant from it. But these modes of explanation might easily be applied to account for any possible substitution of one case for another, and therefore are erroneously considered as illustrations of a principle, while they are exceptions to a rule.

It has been common to consider the different cases as intended to express different sorts of ideas, or different relations existing betwixt the objects named. On mature reflection, we find it more conformable to the general aspect of the facts, to consider them as referring rather to the different parts of speech with which the noun is connected, and the different degrees of importance which are assigned to the idea in the present use of language. These circumstances may sometimes arise out of permanent relations; but this does not uniformly take place, and therefore the cases do not depend on them. This opinion derives presumptive evidence from the illustrations already given of the nominative and the vocative.

Our attention will be chiefly directed to cases as exemplified in the Latin and English languages. The Greek cases follow different rules, a comparison of which with those of the Latin language might suggest some interesting conjectures respecting their original uses; but they would lead us into details too extensive for the limits of this article. The La-



in language, when it borrowed its cases from the Greek deviated from the parent language in the extent which it assigned to each. A different conception seems to have been attached to the use of them. This appears in a particular manner from the addition which they have given of an ablative case, which does not depend on a subdivision of one of the others, but is in some of its uses substituted for the genitive, in others for the dative of the Greeks.

## ARITHMETICAL AND MATHEMATICAL DEPARTMENT.

*Continued from page 112.*

### SUBTRACTION.

After having seen how a number may be composed by the addition of several other numbers, the next question that presents itself is to take a number from another which exceeds it, or what amounts to the same thing, to divide a number into two parts, of which one is given. If we had, for example, the number 9, and wished to take 4 from it, we should, by this operation separate the 9 into two parts, which on being added together would reproduce it.

To subtract one number from another, when neither of them is large, we must, in following the course of the names assigned to the figures, descend from the greater of them as many steps as there are units in the less, and we shall come to the name applied to the difference sought; thus, in descending four steps below the word nine, we come to five, a name which expresses the number that must be added to 4 to make 9, or which shows by how much 9 exceeds 4.

Under this last point of view, 5 is the excess of 9 above 4. If we were disposed simply to shew the inequality of the numbers 9 & 4, without fixing our attention upon the order of their magnitudes, we should say, that their difference is 5. And lastly, if we performed the operation by taking the 4 away from the 9, we should say that the remainder is 5. It is to be observed then, that the words remainder, excess and difference, although synonymous, answer each of them to a particular manner of considering the decomposition of the number 9 into the two parts 4 and 5, an operation which is always called by the name Subtraction.

When the operation is to be wrought upon numbers more considerable, the subtraction is performed in parts, by taking separately from the units of each rank, as they are valued in the greater of the two numbers, those of the corresponding ranks as they are valued in the less. In order to do this with convenience, the numbers are to be arranged like 9587 and 345 in the following example :

9587 Minuend, or number to be lessened.

345 Subtrahend, or number to subtracted.

9242 Difference, Remainder, or Excess.

The excess of the upper number above the lower number contained in the same column, is to be placed below each column; in words thus :

Take 5 from 7 and 2 remain.

Take 4 from 8 and 4 remain.

Take 3 from 5 and 2 remain.

And after having brought down the figure 9, from which there is nothing to be subtracted ; the the remainder 9242 shows by how much 9587 exceeds 345.

The accuracy of the proceeding which has thus been followed is undeniable, since in taking from the greater of the two numbers all the parts contained in the less, we have evidently taken from it the whole of the less.

The application of this proceeding requires some particular attention, when some of the figures in the number to be subtracted, contain more units than the corresponding figures of the other number. If we have, for example, 397 to subtract from 524.

524

397

Remainder 127

In this operation, we cannot take the units of the lower number, immediately from those of the upper; but the number 524, represented here by 5 hundreds, 2 tens, and 4 units, may be expressed in a different manner, by decomposing some of the collections of units it contains, and uniting a part with others of an inferior rank. In the place of the 2 tens and 4 units, which terminate the greater number, we may substitute in thought one ten and 14 units; then taking from these the 7 units of the lower number, we write underneath the remainder.

By this new decomposition the upper number will contain but a single ten, from which consequently, we cannot take the 9 of the lower number but from the 5 hundreds expressed in the upper number we can take 1 hundred and join it with the remaining ten, and we shall then have 4 hundreds and 11 tens; subtracting from these tens then, the tens of the lower numbers, there will remain 2 tens, then after having taken from the 4 hundreds left in the upper number, the 3 of the lower number we write down the remainder 1; and we shall have 127 for the result of the operation proposed.

This manner of working, consists, as we see, in borrowing in the higher rank, a unit to join it according to its value, to those of the rank upon which we are operating; observing, afterwards, when we come to the higher figure, to count it less by one unit than its value.



When ranks of units are wanting in the greater of the two numbers, that is, when there are cyphers between the significant figures, we must proceed towards the left, to the first of these figures, to make the borrowing convenient. In the following example

$$\begin{array}{r} 7002 \\ 8495 \\ \hline \end{array}$$

Remainder 3507

Not being able to take the 5 units of the lower number from the two of the upper, we take 10 units from the 7000 signified by the figure 7, and there remains 6990, and on joining the ten to the 2 units, the upper number will be found to have been separated into 6990 and 12; subtracting then from this last number the 5 units of the lower number, we have 7 for the units of the remainder.

This first operation has left in the upper number 6990 units or 699 tens, in the place of the 700 which are expressed by the three last figures on the left, which consequently substitutes nines in the place of the two cyphers, and lessens the first significant figure on the left by one unit. We find no difficulty then in continuing the subtraction in the other columns, and the remainder is written under the example.

In summing up the whole of these remarks, the rule to be followed in performing subtraction upon any two numbers, may be expressed thus; place the less number under the greater, so that the units of the same rank may be in the same column; draw a line below the less to separate it from the remainder; beginning on the right, subtract the lower number from the upper, of each column in succession, if that cannot be done, increase the upper figure by 10 units; count the first significant figure which comes after it one less, and if there be cyphers intervening, consider them as nines. We may, for greater ease, when the upper figure is to be diminished by one unit, count it for its value, and join this unit to the lower corresponding figure, which being thus increased, leads as well as the other, to a remainder less by one unit than that which would result from the figures as they are written. In the first of the subjoined examples, after having taken 6 units from 14, we may count the 8 below for 9, and so on with the others.

$$\begin{array}{r} 16844 \\ 9786 \\ \hline 7058 \end{array} \quad \begin{array}{r} 103034 \\ 69845 \\ \hline 33189 \end{array} \quad \begin{array}{r} 49812002 \\ 13924983 \\ \hline 30887019 \end{array}$$

The proof of subtraction springs immediately from the principle that, the less number added to the difference produces the greater. Thus in order to assure ourselves of the accuracy of the following subtraction, we add the remainder to the less number, and the result is found to be equal to the greater.

$$\begin{array}{r} 524 \\ 297 \\ \hline 227 \text{ Remainder.} \\ \hline 524 \text{ Proof.} \end{array}$$

### POETRY.

"The following poetic effusion." Mr Noah observes, "will be read with great pleasure. It is a beautiful specimen of the pastoral, and would have done credit to Gay or Parnell. the images are so natural, and verse so smooth and harmonious. We frequently find, in some corner of a news-paper, a neglected gem like the following, which, if extracted and brought forward, would throw a lustre over the poetic genius of our country."

The poetic genius of our countrymen has been underrated. The effusions of some of our poets, had they have appeared in England, would frequently have placed them among the most popular writers. Our writers do not want intellect. Genius characterizes our soil, as much as it does England, or did the land of Greece or Rome. It wants patronage to elicit its energies. None, we believe, on our shores stands higher in public estimation than our Woodworth, author of the *Champions of Freedom*, and many metrical pieces. He has lately published 2 Vols. of *Poetry*, displaying great richness of imagination, fine taste, and sound judgment. His verse is very harmonious: *The Bucket*, which we insert, is written by him, and extracted from the *Republican Chronicle*, of which he is the editor.

### THE BUCKET.

How dear to this heart are the scenes of my childhood,  
When fond recollection recalls them to view;  
The orchard, the meadow, the deep tangled wild wood  
And every lov'd spot which my infancy knew;  
The wide spreading pond, and the mill which stood  
by it,  
The bridge, and the rock where the cataract fell,  
The cot of my father, the dairy house nigh it,  
And even the rude bucket which hung in the well,  
The old oaken bucket—the iron bound bucket—  
The moss covered bucket, which hangs in the well,  
That moss covered vessel I hail as a treasure,  
For often, at noon, when returned from the field,  
I found it the source of an exquisite pleasure,  
The purest and sweetest that nature can yield.  
How ardent I seized it, with hands that were glowing,  
And quick to the white pebbled bottom it fell,  
That soon, with the emblem of truth overflowing,  
And dripping with coolness, it rose from the well.  
The old oaken bucket,—the iron bound bucket—  
The moss covered bucket arose from the well.  
How sweet from the green mossy brim to receive it,  
As pois'd on the curb, it inclin'd to my lips;



Not a full blushing goblet could tempt me to leave it,  
 Tho' fill'd with the nectar that Jupiter sips,  
 And now far remov'd from the lov'd situation,  
 The tear of regret will intrusively swell,  
 As fancy reverts to my former plantation,  
 And sighs for the bucket that hangs in the well.  
 The old oaken bucket—the iron bound bucket—  
 The moss covered bucket, which hangs in the well.

The following, from the pen of MR. CHARLES MEAD, Principal of Franklin Academy in Philadelphia, is extracted from the original manuscript of a Poem descriptive of the Western country. There is much descriptive beauty, and excellence of execution in the lines; and many of his essays both in poetry and prose have received the encomiums of several of our best edited periodical works. We know that he contributed occasionally to the Port Folio, while our much lamented and learned countryman, Dennie, edited it, and that his poetical and prosaical effusions were always spoken of favourably by him.—As to his capabilities as a preceptor, we think he is well calculated to preside over an Academical institution. A friend to sound education, he indulges in no whimsical theories; experience is his guide; and quackery will ever find in him an enemy and sound knowledge a friend.

From where Monongahelian floods descend  
 And with the Alleghanian torrents blend,  
 To where dark swamps and wat'ry plains expand;  
 Where Mississippi deluges the land;  
 The pure OHIO, glitters clear and bright;  
 Reflects the sun and sparkling gems of night.  
 Along its banks the flow'ry verdure smiles,  
 And from its bosom rise enchanted isles.

Fairest of rivers; gentle, smooth and clear,  
 What lovely scenes within thy course appear!  
 The lofty trees which lately crown'd thy shore,  
 And humbler shrubs have yielded to the fire,  
 Now towns and hamlets, where the forest stood  
 Rise o'er the stumps, and glitter to the flood.  
 Gay sloping landscapes from thy margins spread,  
 Chequer'd with meadows, gardens, fields and shade.

How different now this western land appears,  
 From sombre woods and wilds in former years!  
 Where man and beast, in anger sought their prey,  
 The jocund herds in green savannas play.  
 Wide fertile tracts of rich productive soil  
 Open their treasures to the labourer's toil.  
 In num'rous towns at proper distance plac'd,  
 But lately risen from a shadowy waste;  
 Arts and industry sound in ev'ry street,  
 And throw their treasures round the workman's feet.  
 Thick clouds of smoke from roaring forges driven,  
 Roll through the wide cerulean plains of heaven.

On num'rous streams, that glides 'mid sylvan shores,  
 And give OHIO all their wat'ry stores;

Commerce obedient to the oars control,  
 In pond'rous loads, to distant regions roll.  
 While o'er the sov'reign and the subject stream,  
 Majestic vessels glide; propelled by steam;—  
 Pass up and down, where mazy waters wind,  
 And leave black trails of rolling smoke behind.

From wide extended plains by due degrees.  
 Industry's vig'rous arm removes the trees;  
 On banks improved, the genial sunbeams play,  
 And fair Sciota sparkles into day.  
 Muskingum winds its way from western hills,  
 And lends its torrents to the lab'ring mills.  
 Through fertile lands beneath embow'ring woods,  
 The smoothe Miami rolls its azure floods.  
 Through nature's wilds meand'ring Wabash drains,  
 Ten thousand rills, from Indiana's plains.  
 A scene majestic Cumberland unfolds,  
 As through the furrow'd rocks its torrent rolls:  
 Projecting cliffs above its surface rise,  
 With cedar-crested summits to the skies;  
 While from the flinty reservoirs below,  
 The trickling springs and streaming cascades flow.  
 The Tennessee's tumultuous torrents hurl'd,  
 Down the huge mountains of the western world;  
 Exhaust their rage upon the plains below,  
 And in one broad deep channel smoothly flow.  
 While other branches of Ohio's flood,  
 Glide where o'er shadowing forests lately stood;  
 And cheer the glitt'ring villages that stand,  
 To grace the features of the western land.—  
 Soon here shall Education pour her stores,  
 Bid science reach from West th' Atlantic shores.

## ACADEMICAL HONOURS.

Κόσμος ἐστίν, ὡς ἔλεγε Κράτης, τὸ κόσμῳ. Κοσμοῦ δὲ τὸ κοσμιωτέρον συνίσταται ποιεῖν. Ποιῶν δὲ τοιαύτην οὐτε χρυσός, οὐτε σμαράγδῳ, οὐτε κίρκῳ ἀλλ' ὅσα σεμνότητῳ, ἰσταξίας, αἰδοῦς ἐμψαση περιτιθήσεται. Plutarch.

Ornament, as Crates said, is that quality which possesses the power of adding grace. But that quality possesses the power of adding grace, which renders a woman more graceful. Now it is neither gold, nor the emerald, nor the purple dye, which does this; but it is, that, whatever it is, which exhibits indications of dignity and delicacy, of a well regulated mind, and of modesty.

Ὁρμητικὸν πάντα μαθήματα. Plato.

An impetus towards all learning.

On Saturday, August, 1, 1813, the Senior class of young ladies of Manhattan School of which A. & J. W. Picket, editors of this work, are the Principals, was held in the hall of the New-York Literary and Philosophical Society. The principals of the Seminary took no part in the transactions of the day; the whole was conducted by the examining committee, composed of the members of



that institution, of which, His Excellency, Dewitt Clinton, Governor of this state, is President, Drs. David Hosack & Samuel L. Mitchill, Vice Presidents.

To the gentlemen of that celebrated society, we return our sincere thanks for the interest they took in the examination. We rejoice, that those of splendid talents and extensive literary and scientific attainments, have engaged in the grand and glorious cause of education. Happier prospects begin to dawn; a new era in scholastic learning has opened; may its influence widen and be felt by succeeding generations.

The examining committee consisted of the following gentlemen; who, after the exercises had been performed, conferred on the Senior class of young ladies, the honours of Manhattan school.

His Honour Cadwallader D. Colden, Mayor of the city of New-York, member of the Lit. & Phil. Society, &c.

Samuel L. Mitchill, M. D. F. L. P. S. &c.

William James M<sup>r</sup> Niven, M. D. Professor of Chemistry in the University of the State of New-York, member of the Lit. & Phil. Society, &c.

John W. Francis, M. D. recording Secretary of the Lit. and Phil. Society, &c.

Felix Pascalis, M. D. &c. &c.

Samuel Ackerly, M. D. &c. &c.

Lyman Spalding, M. D. &c. &c.

Sylvanus Miller, Esq. Member of the New-York Historical Society, &c.

John G. Bogert, Esq. Member of the New-York Historical Society, &c.

The branches in which the young ladies were examined, were English Grammar, the analysis of language, Rhetoric, composition, reading, arithmetic, ancient and modern history, chronology, ancient and modern geography, the use of the globes, moral, natural and experimental philosophy, &c.

Those marked thus \* have likewise devoted their attention to the study of the French language, in which they were interrogated.

Miss Elizabeth P. Spalding	1	Gold Medal.
Emma Garniss	2	do.
Julia M. Sands*	3	do.
Laurentini A. M. Bogardus*	4	do.
Anicartha Miller*	5	do.
Mary H. Warren	6	do.
Joanna B. Warren	7	do.
Juliet M <sup>r</sup> Evers	8	do.
Elizabeth H. Green	9	do.
Mary E. Bogert	10	do.
Maria S. Bogardus*	11	do.
Eliza Phyfe	12	do.
Cornelia Towt*	13	do.
Juliet Wood	14	do.
Jane M. Kip	15	do.

Elizabeth T. Willard	16	do.
Eliza Ann Mercein	17	do.
Jane M. Oakley	18	do.
Maria Betts	19	do.
Catharine A. Ward*	20	do.
Ann L. Post	21	do.
Frances M. Bleecker	22	do.
Caroline Bush	23	do.
Eliza B. Greenwood	24	do.
Louisa A. Cornell	25	do.
Ann A. Bogert	26	do.

The following young gentlemen of the Senior Class, have made great progress in penmanship, arithmetic, ancient and modern geography, ancient and modern history, the use of globes, natural and moral philosophy, English grammar, rhetoric, composition, the Latin, Greek and French languages. &c. &c.

Those marked thus \* have devoted their attention not only to the various branches of an English education, but likewise to the Latin, Greek and French languages.

	No.	Certificate.
Henry W. Darley*	1	do.
James E. Cornell*	2	do.
James Wallace*	3	do.
Davidson Bailey	4	do.
Benjamin Armitage*	5	do.
Timothy Green*	6	do.
George Bell*	7	do.
Enoch Armitage*	8	do.
John Manning	9	do.
William Dally	10	do.
Thomas Buckmaster*	11	do.
Edward Wright*	12	do.
Edward Roberts	13	do.
Edgar Lowerie	14	do.
Edwin H. Picket*	15	do.
Richard Dodge	16	do.
Washington Lent	17	do.
William Brinkerhoff*	18	do.
Thomas Bloodgood	19	do.
Abraham Breath	20	do.
Thomas Bear*	21	do.
Gideon Jacques*	22	do.
Afred Clark	23	do.
William Clark	24	do.
William Maverick	25	do.
Christian Zabrieski	26	do.
Andrew Mount	27	do.
Samuel Megie*	28	do.
William Bleecker	29	do.
Robinson Bleecker	30	do.
William Townsend	31	do.
John Townsend	32	do.
Charles Cornell	33	do.
John T. Stagg	34	do.
William Voorhies	35	do.
John Bergh	36	do.